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Mr. Benedict is another instance of a Socialist jarred awake by the crisis of the Great War and his book is an attempt to reconstruct the strategy of socialist campaigning by broadening the outlook and considering carefully the actual situation in the United States. The broader minded socialists should welcome such a champion as Mr. Benedict. His book has an effect like opening a window and allowing fresh air to enter a room filled with air overheated and stale from having been repeatedly breathed by the occupants.

The other book is a concise refutation of the Marxian ideas from the orthodox economic standpoint. It has a well-selected bibliography of books in English.

VICTOR E. HELLEBERG

UNIVERSITY OF KANSAS

Society and Its Problems. An Introduction to the Principles of Sociology. By GROVE SAMUEL DOW. New York: Thomas Y. Crowell Co., 1922. Pp. xiv+594. $2.75.

This is a summary gathered from the available sociological textbook literature. It is well done as the average textbook. It is rather commonplace and superficial having no distinctive view-point or method. It will not help the average student to help himself nor will it arouse any enthusiastic effort on the part of the student but rather tend to make him feel that he has covered the whole field of sociology and therefore need trouble about it no further. The author's own description follows.

After taking up the definition of sociology, the author discusses one by one certain of the fundamental problems. First comes a study of population, birth and death rates, and movements of population. This leads to those perplexing elements, immigration, the overcrowding of cities and race antagonisms. The next two parts deal with society and its problems from within—the evolution of the family and the home, religion, ethics, and education, social control and organization. Then come its maladjustments, poverty, crime, immorality, and the treatment of defectives.

VICTOR E. HELLEBERG

UNIVERSITY OF KANSAS

Education in Recent Sociology. By JOSEPH T. WILLIAMS, Ph.D. Salem, Mass.: Newcomb & Gauss, Printers, 1921. Pp. iv+81.

This reprint of seven articles which appeared in *Education* last year, called by the author "but a preliminary study," marks an advance in the correlation between education and sociology. Six men "who are

primarily sociologists" are selected, namely, Ward, Cooley, Todd, Ellwood, Ross, and Hayes, and to each a chapter is given.

The central idea from Ward is the importance of knowledge in "the conscious direction of social processes" and the great waste of "talent among the masses" for lack of knowledge. Cooley sees the school as "a primary group where persons live together in a common consciousness of interests and aims." Todd finds that "social progress requires a type of personality whose dominant interest centers in the social service ideal." "Social education is therefore the fundamental method of progress." In his exhibit of Ellwood's ideas the author says: "There is an inspiring optimism to the educator in the researches of social psychology. His work takes on a deeper significance. He finds that education persistently and scientifically applied will achieve great results in the advance of the human race, and that it is the only thing that will." From Ross seven sociological principles are selected for exposition, the last one being "education as protection against mob mind." In Hayes the distinctive feature is direct moral training as a means of social control.

The final chapter is "Educational Sociology." The author names three factors as important for this subject: "(*a*) A study of the theories and principles of sociology"; "(*b*) Sociology furnishes us with social aims. These aims provide the underlying purposes of education"; "(*c*) The school is the main agency for the realization of social aims."

F. R. CLOW

STATE NORMAL SCHOOL
OSHKOSH, WIS.

Rural Child Welfare. Under the direction of EDWARD N. CLOPPER. New York: Macmillan, 1922. Pp. 355. $3.00.

This book is one of a series of surveys of child welfare made by the National Child Labor Committee. It is the first one, however, which deals exclusively with the rural problem. It is based on conditions existing in West Virginia. The principal subjects handled in the book are "The Rural Home," "Child Labor on Farms," "Rural School Attendance," "Dependency and Delinquency," "Taxation and the Child," and "Child Welfare Laws."

The book is filled with much useful illustrative material and makes excellent summaries as well as recommendations for constructive work. The introductory chapter makes a valuable statement of standards of